

Kenneth Warren, ( )JTBT1 0 0 1 175.85 617.74 Tm[in )7(t)-6(h)4(is c)5(ourse )3(wi)-3(II b)6(e )

This will insure that specific public policy concerns are addressed. For example, when proposed solutions are presented for a public policy issue, the anticipated costs/benefits must be addressed. These presentations should allow for some exciting seminar discussions. The overall purpose is to make students think deeply

about the major public policy issues facing America, allowing them to understand that theoretical solutions to policy problems may not always be politically feasible. For instance, adopting universal health care may have been the best solution to America's health care challenges, but in the present political climate it was never politically feasible. "Compromise" is a word that plays a key role in public policy planning, making, and implementation.

August 23: Introduction to the seminar. What is public policy?	Read background materials on public policy (e.g., how public policies are made; politics of public policy; interest group politics; implementation problems). I will email you some articles to read. Buy and look over Bardach book.
August 30: General discussion of public policy as a field of study	Read Bardach, Intro. and Part 1 and be able to discuss in the next class
Sept. 6: Discussion of lessons to be learned from Part 1.	Read Bardach, Parts II and III
Sept. 13: Discussion of lessons to be learned from Parts II and III.	Read Bardach, Appendices A and B. Use this to think about the public policy issues that we will want to discuss, as well as ideas for your own public policy seminar paper.
Sept. 20: Discussion on lessons and ideas to be learned from Appendices A and B. Lining up issues to be discussed and analyzed in the following weeks.	Readings will depend on the public policy issue to be discussed the following week.
Sept. 27: Discussion TBD	Readings TBD
Oct. 4: Discussion TBD	Readings TBD
Oct. 11: Discussion TBD	Readings TBD
Oct. 18: Fall break	No new assignment
Oct. 25: Discussion TBD	Readings TBD

Nov.	1: Discussion TBD	Readings TBD
Nov.	8: Discussion TBD; student(s) presentation of paper	Readings TBD
Nov.	15: Discussion TBD; student(s) presentation of paper	Readings TBD
Nov.	22: Discussion TBD; student(s) presentation of paper	Readings TBD (Homeland Security)
Nov.	29: Last class; papers due; celebration at local restaurant	End of seminar (summarizing what we have learned)

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Bardach, Eugene and Eric M. Patashnik, \_\_\_\_\_, 5th ed. (2011) or 5<sup>th</sup> ed. revised (CQ Press, 2015), ISBN -13: 978-1483359465. You may use the 2011 edition since the revised edition is not much different.  
 Hand-outs (cases, articles, etc.)  
 Assigned cases from Lexis-Nexis

Participation	100	Participation	125
Oral Report	25	Oral Report	50
Seminar Paper	150	Seminar Paper	225
<u>Final</u>	<u>125</u>		
Total Points	400		400

Attendance is very important in seminars because participation in discussions is crucial. Of course, participation is a key element in determining your grade. To get credit for the course,

students cannot have any more than three unexcused absences. Remember, missing one seminar constitutes missing one complete week of classes and probably the entire subject matter of one chapter in the book, so please try to come to all classes. Thanks.

Students are expected to be honest in their academic work. The University reserves the right to penalize any student whose academic conduct at any time is, in its judgment, detrimental to the University. Such conduct shall include cases of plagiarism, collusion, cheating, giving or receiving or offering or soliciting information in examinations, or the use of previously prepared material in examinations or quizzes. Violations should be reported to me and will be investigated and adjudicated according to the Policy on Academic Honesty of the College of Arts & Sciences. If the charges are found to be true, the student may be liable for academic or disciplinary probation, suspension, or expulsion from the University.

(See <http://www.slu.edu.colleges/AS/academichonesty.html>)

Students with disabilities need to make arrangements with the Disabilities Coordinator, 977-8885, DuBourg, Room 36. The Americans with Disabilities Act will be honored completely.

<https://mail.slu.edu/cgi-bin/webmail.cgi?cmd=item-32&utoken=warrenkf40svd.slu.edu3...> 8/24/2007

Basically, I have a threefold objective in teaching this course. Firstly, I want students to learn a lot about the academic and practical field of public policy. Secondly, I want students to develop a critical understanding of the issues in public policy. That means I want students to learn to think in a conceptually scholarly way about how public policies are formed, implemented, and analyzed. And thirdly, I want students to scrutinize various public policy problems facing the United States today. This will involve defining a public policy problem; gathering facts/evidence pertaining to the problem; designating and weighing various feasible alternatives to resolving the problem (practically speaking, improving upon the problem); and settling upon the best course to take to reducing the severity of the problem.

Students will be assessed on their ability to learn and retain course materials, as well as on their ability to think critically about the subject matter as demonstrated in seminar discussions, oral presentations, and in their seminar paper. As the semester progresses students should improve in their ability to think critically about public policy problems.

In-class activities will consist of pro-seminar lectures, as well as thorough discussions of various topics in public policy, including the presentation and analysis of specific public policy problems facing America. Students will be expected to keep up with the reading assignments, especially the assigned current articles from the Internet and other articles so that they can participate meaningfully in seminar discussions pertaining to various public policy problems from week to week. These in-class discussions are important, so a significant percentage of the final grade will reflect how well students did in participating in seminar discussions and presentations.

### **Student Success Center Syllabus Statement:**

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center assists students with academic and career related services, is located in the Busch Student Center (Suite, 331) and the School of Nursing (Suite, 114). Students can visit [www.slu.edu/success](http://www.slu.edu/success) to learn more about:

Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.

University-level support (e.g., tutoring services, university writing services, disability services, academic coaching, career services, and/or facets of curriculum planning).

### **Disability Services Academic Accommodations Syllabus Statement**

Students with a documented disability who wish to request academic accommodations **must** contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also **must** notify the course instructor that they wish to access accommodations in the course.

Please contact Disability Services, located within the Student Success Center, at [Disability\\_services@slu.edu](mailto:Disability_services@slu.edu) or [314.977.3484](tel:314.977.3484) to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor's course roster.

Note: Students who do not have a documented disability bon

## **Title IX Syllabus Statement**

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; [akratky@slu.edu](mailto:akratky@slu.edu); [314-977-3886](tel:314-977-3886)) and share the basic facts of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU's sexual misconduct policy and for resources, please visit the following web addresses:

<http://www.slu.edu/general-counsel-home/office-of-institutional-equity-and-diversity/sexual-misconduct-policy>

[www.slu.edu/here4you](http://www.slu.edu/here4you) .

## **Academic Integrity Syllabus Statement**

*Academic integrity is honest, truthful and responsible conduct in all academic endeavors.* The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanEi53 Tm[ )]TBT181 0 1 72.024 261.53 Tm[ )]TBT61 0 0 1 72.024 261.53 Tm[ )]TBT881.4

Additionally, each SLU College, School, and Center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed.

